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ABSTRACT

This document contains an introductory lecture and materials for conducting a workshop to familiarize regular classroom teachers and school administrators with individualized education programs (IEPs) and their requirements and procedures. The goal of the training is for participants to increase their commitment to and involvement in the IEP process through a sequence of inservice activities. The lecture covers the rationale for including regular classroom teachers in the creation of IEPs, philosophical and theoretical roots of the IEP, court decisions and legislation, steps involved in the IEP process, and benefits of using IEPs. Five workshop sessions are outlined in which the purposes of the activities are: (1) learning about local district forms, policies, and procedures for IEPs; (2) identifying knowledge and tasks required for developing an IEP; (3) identifying problems in implementing IEPs and strategies for resolving them; (4) identifying strategies that will assure effective implementation of IEPs in mainstream classrooms; and (5) exploring commitments and rewards for regular educators in the IEP process. Materials, estimated time needs, and procedures are given for each session. Appendices contain overhead masters, handouts, and activity sheets to be used in lectures and workshops. (FG)

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Initiating Change Through Inservice Education:
A Topical Instructional Modules Series

ROLE OF THE REGULAR CLASS TEACHER
IN
THE DEVELOPMENT OF THE IEP

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I. CONTEXT AND INTRODUCTION

Regular class teachers and administrators have felt the impact of the Individualized Education Program (IEP) requirement for all handicapped children. This impact has been, and will be, felt in terms of the regular teacher's involvement in (1) the assessment of the child, (2) the planning of an educational program, and (3) the implementation of that program.

The regular classroom teacher is often the first one to identify a child as needing special help. This identification process, to be effective, requires information and knowledge related to handicapping conditions, eligibility criteria for special education and related services, the referral process, and assessment techniques.

The regular class teacher is in a significant position to obtain relevant, useful, and current educational data required for decision making. Informal observations are important in this process, as well as other forms of teacher-assessment techniques.

In order for the regular classroom teacher to effectively participate in the IEP conference and implement the recommendations, there must be building principal support. The building administrator is a key person in the entire process. Regular class teachers and administrators will need to work cooperatively so as to assure meaningful participation in the IEP process. The need for participation will require con-

tinuous professional development.

The following lecture is designed to provide an audience of regular educators (teachers and administrators) with a description of the IEP as a product as well as a process, and the uses of the IEP. The activities are designed to identify roles, skills, and knowledges required for participation.

Goals and Objectives

The goal of this training is for the participants to increase their commitment and involvement in the IEP process. The objectives are:

1. To acquire information about the IEP product and process.
2. To recognize the need for involvement of regular educators in the development of an IEP, identify problems related to such involvement, and advance strategies for resolving these problems.
3. To identify skills and knowledges necessary for effective involvement.
4. To identify strategies which will effectively implement the IEP in the regular classroom.

The sequence of activities may occur in any of the following ways:

1. Two full days of inservice, to include the lecture and five activities.
2. Three 2½ to 4-hour sessions designed as follows:
   - Day One - Lecture/Activity 1 (approximately 2½ hours)
   - Day Two - Activities 2 and 3 (approximately 4½ hours)

- Day Three - Activities 4 and 5

Activites 1 and 2 can be accomplished either prior to a session, as an assignment, after a session or during a session. In addition, they may be accomplished individually, in pairs, or in groups of three to five participants. It is recommended that Activities 1 and 2 be accomplished in a group of three to five participants to assure maximum learning.

The inservice target audience is primarily regular education teachers. Involvement of principals is also desirable. The activities are designed to increase awareness and identify areas that affect a positive attitude toward involvement in the IEP process.

II. LECTURE

Introduction

Special education has historically practiced individualization. The ideal has been that handicapped children must receive educational services appropriate to their needs, and that all handicapped children can become contributing and participating members of society. Unfortunately, this ideal set of conditions has not always been achieved.

(PUT OVERHEAD #1 ON HERE)

Nonetheless, many of the dreams of those supporting the interests of the handicapped in our society are incorporated in the landmark legislation, The Education for All Handicapped Children Act of 1975, Public Law (P.L.) 94-142. This act has

incorporated many of the critical issues facing educators today, such as: (1) the right to an appropriate education, (2) due process procedures to protect handicapped children and their parents, (3) selection of the most suitable environment in which education should occur, (4) relevant assessment of a child's educational needs, and (5) evaluation and monitoring procedures to assure the original diagnosis and educational program as appropriate for every handicapped child.

The mandate to provide a free, appropriate public education in P.L. 94-142 is operationalized through an Individualized Education Program, or IEP, as it is called. In its simplest terms, the IEP is a written document required under this law which outlines an educational plan for a handicapped child. But the IEP is by no means a simple document. It is, in fact, extremely complex, and the process which results in a completed IEP is one which will affect all K-12 educators in both the public and private sector. The section of the law requiring the development of an IEP is a dramatic departure from traditional practice in the education of handicapped children. In the process of developing an IEP, extensive information must now be collected and analyzed by assorted professional staff and the child's parents or guardians before decisions regarding the nature of that handicapped child's education can be made.

A Rationale for Involvement of the Regular Class Teacher

Introductory remarks on the IEP would not be complete

without reference to a critical issue for many regular educators as they are asked to become more directly involved in the education of handicapped children. How can a regular classroom teacher who does not have training or experience in working with handicapped youth make a meaningful contribution to the IEP process and education for the handicapped?

While it is true that you do not have the same training and skills as special educators, you do possess several areas of expertise that are vitally important to the education of handicapped children. First, within your class or grade level you are the one most familiar with normal child development. You are, therefore, in the best position to recognize when a child's intellectual, social, physical, or language functioning is different from the norm for a given age and grade level. Observations of the child's development, in relationship to others, could lead to a referral for more thorough analysis of the child's strengths and weaknesses. Second, you are most knowledgable about the content of the academic subjects taught in your respective positions. This information is vital in determining the substance and sequence of instructional objectives for handicapped individuals. Third, you are most capable of managing a heterogeneous classroom environment.

One thrust behind the movement to integrate the handicapped into regular school settings is a desire to help all children learn to live in a normalized social setting. As you teach respect for individual differences and societal norms, you create a classroom atmosphere that is healthy for

the personal growth of handicapped and non-handicapped children alike. While your knowledge of normal child development, the regular curriculum, and regular classroom management can be invaluable in programming for the handicapped, these contributions by no means represent the limit of what you have to offer. As the training session proceeds, it will be possible for you to identify other areas in which you can become constructively involved.

Furthermore, the development of an IEP represents an intriguing opportunity to blend the expertise of regular and special educators on behalf of handicapped children. In the past, the lines of responsibility were clearly drawn. Handicapped children, when identified, received special education in a special setting. However, today's view of special education is much broader. While some children still require a sheltered learning environment for part, if not all, of their school careers, many others are able to compensate for, and even overcome, their disabilities through medical, educational, and technological interventions. For such children, professional staff in a school may conclude during the process of preparing the IEP that a handicapped child is ready to learn in a regular classroom.

At this point you, the regular classroom teacher, will hopefully agree to do what you do best with non-handicapped children--provide a quality general education. Specialists remain available to provide support to students and teachers alike, when, and if, difficulties arise. Active involvement

by regular educators in the IEP process, therefore, increases the likelihood that handicapped children will be educated in the most beneficial learning environment. For this reason, your commitment to the IEP process is critically needed and actively sought.

The concepts underlying the IEP have their roots in court decisions, learning theory, best practice techniques of educators, and attitudes related to the place of the handicapped in our society. In order to provide a context for understanding the full nature of the IEP, a brief review of the following is appropriate:

1. Philosophical Roots of the IEP
2. Court Decisions
3. Legislation
4. Theoretical Roots of the IEP

(PUT OVERHEAD #2 ON HERE)

Philosophical Roots of the IEP

Education generally, and special education specifically, has viewed individualization of programs as critical. Special educators view every child as having skills as well as deficits, and therefore believe that education must individualize programs if maximum potential is to be realized. Philosophically, special education is committed to meeting the needs of an individual child rather than groups of children.

Individualization is a process for helping children to learn who have had difficulties with traditional forms of instruction. It can provide an opportunity for the handi-

capped to participate in as near normal school patterns as possible. Individualization also embodies the belief that every person is valuable, has something to contribute to society, and is capable of learning. The role of special education has been to facilitate the process of educating all children.

Court Decisions

Philosophical beliefs have not always resulted in their fulfillment. Some children have been diagnosed as handicapped when they were not, and others who were handicapped found they did not have access to the schools, or had very inadequate school programs. Children have received individualized education, but many have been separate, and isolated from their non-handicapped peers. Inappropriate classification of those in our schools was, and still is, a serious issue. As is often the case, the courts were seen as an avenue to change the inequities associated with (1) exclusion from school, (2) inappropriate classification, and (3) the right to an education.

Based upon such cases as the Pennsylvania Association for Retarded Children v. The Commonwealth of Pennsylvania (1971), and Mills v. The Board of Education (1972), the right to an education and due process was clearly established. Diana v. State Board of Education (1970), and Larry P. v. Riles (1972), addressed inappropriate classification of handicapped children.

The results of these suits has been policy which assures all children, including the handicapped, a right to an edu-

cation. The results require that great care be exercised in the procedures used to identify, evaluate and place children in special education programs. Litigation has also required that due process procedures must be followed in the following instances: a placement in special education, changes in a child's education program, and exclusion from school. All of these requirements relate to the ideal of an appropriate education that considers the needs of the individual child.

Legislation

The legal precedents that emerged from litigation eventually were embodied in federal legislation. In 1974, Congress passed P.L. 93-380 which became in effect a "bill of rights" for the handicapped child. Embodied in this legislation was the statement that handicapped children were entitled to an education at the public expense. Congress ordered state education agencies to establish detailed goals for complying with this new statement of federal policy. In addition, P.L. 93-380 provided procedural safeguards and due process regarding identification, evaluation, and educational placement of handicapped children. Finally, this law required that testing and evaluation materials be administered so as not to be racially or culturally discriminatory.

In 1975, the provisions of P.L. 93-380 were superceded and expanded when Congress approved The Education for All Handicapped Children Act, P.L. 94-142. This landmark legis-

lation which, as mentioned earlier, made provision for the development of the IEP, strengthened the educational rights detailed in P.L. 93-380, including the right to a free, appropriate public education. More precise language emphasized the federal government's belief that handicapped children should be educated to the maximum extent appropriate with children who are not handicapped. In an effort to ease the financial impact of this legislation on local school districts, P.L. 94-142 also authorized the expenditure of federal monies directly to local levels to offset the additional cost of educating all handicapped children.

Section 504 of the National Rehabilitation Act of 1973 reinforces the concepts described in P.L. 94-142. Section 504 mandates nondiscrimination, on the basis of a handicap, in education and employment. It also requires an appropriate education for all handicapped children, and that handicapped children be educated with non-handicapped peers to the maximum extent appropriate. The need to educate the handicapped with non-handicapped peers requires that regular and special education work together.

Theoretical Roots of the IEP

The IEP format required for instructional programming did not suddenly emerge in P.L. 94-142. On the contrary, the basic approach has been used successfully in the field of education for some time. Alternately described by such labels as diagnostic-prescriptive teaching, clinical teaching, and precision teaching, the origins of the programming device can

be traced to the disciplines of medicine and behavioral psychology. Given such an orientation, when confronted with a problem behavior, the practitioner examines the presenting symptoms to determine the nature and cause of the difficulty, and prescribes a proper treatment.

Specifically, in the field of education, diagnostic-prescriptive teaching is characterized by a continuous process that is individualized and cyclical. The approach operates under the assumption that a unique set of circumstances creates and maintains the learning problems of a handicapped child. Therefore, the search for an educational remedy centers on each child as an individual and moves through a series of stages: (1) diagnosis of the educational problem, (2) planning of strategies for remediation, (3) implementation of the educational plan, (4) evaluation of the plan's effectiveness, and (5) modification of the original diagnosis and plan when indicated by the student's performance. Education based on this type of model requires tremendous sensitivity to the suitability of each child's educational program and flexibility to make immediate adaptions when the program is judged ineffective. These steps in the diagnostic-prescriptive teaching model, in effect, comprise the steps underlying the IEP process.

Overview of IEP

Thus, from personal and professional philosophy, litigation, legislation, and theory, a fundamental mandate has emerged which states that every handicapped child has a right

to an appropriate education. For those familiar with the professional literature and legal statements concerning education for the handicapped, the expression "appropriate education" is amost a cliché. Yet, this phrase has become the standard for determining the nature and quality of education for handicapped youth. The word "appropriate" is clearly subjective and relative to the needs of an individual child; "appropriate" is meaningless in and of itself. Meaning is derived when professional educators sit down with the parents of the particular child in question to develop the Individualized Education Program. The expression "appropriate education" is defined again and again as concerned parties deliberate and agree on goals, objectives, and processes for each and every handicapped child.

As the training session proceeds you will discover that the IEP is a management tool for teachers and administrators. It is used by teachers with an individual child to plan, program, and evaluate the special education and related services provided to that handicapped child; it is used for state and local administrators to plan, program, and evaluate special education and related services from a broader organizational perspective.

More precisely, the IEP as a management tool provides assessment information, suggests placement options, guides instruction, and offers a basis for different program levels. The IEP is a written document which, by law, includes several components, identified in your packet as Handout 1. But as

suggested in the opening remarks, it is also a process. The process begins when a child is referred for assessment of educational needs, moves through the decision for placement in special education, leads to articulation of educational goals, and culminates in the evaluation and modification of the educational plan. The process assures that (1) all relevant data is gathered, (2) the data is used to determine eligibility for special education, (3) the annual goals and short-term objectives are determined by the child's unique needs, and (4) the placement in an educational setting evolves from the goals and objectives.

(PUT OVERHEAD #3 ON HERE)

As a regular educator, you can, and should, be involved in the following aspects of the IEP process:

1. Referring a child for assessment of educational needs,
2. Providing relevant data to aid in diagnosis and determination of eligibility,
3. Assisting in the development of the IEP document,
4. Implementing aspects of the document for handicapped children in the regular classroom, and
5. Providing feedback to evaluate and modify the IEP.

In conclusion, the IEP is a dynamic process that will continue to impact on the child and his/her teachers for the entire time that the child is in a program. You, as one of the child's teachers, have the right and the responsibility to assure that the process continues in order that planning,

programming, and evaluating aspects are met.

NOTE: You may choose to break for questions and/or coffee at this point.

Steps in the Development of an IEP

With the information that has just been presented, you have some understanding of the IEP in a philosophical, historical, theoretical, and legal context. The task now is to examine the IEP as it is most commonly viewed, as a written document; however, it cannot be discussed apart from the process that creates that product.

Federal regulations list required components for the IEP, establish a time frame for its completion, and to a certain extent specify participation and roles in the IEP process. However, for the most part, the rules and regulations are strikingly vague in this regard. For the practitioner in our schools concerned with the development of an IEP, these guidelines may prove inadequate.

In an effort to increase understanding and effectiveness, we will now examine the steps in the IEP process. Handout #1 lists the steps in the IEP process, the requirements of the law, plus tasks and knowledges necessary for participation. We will initially focus on the legal requirements during this talk. There will be an opportunity for a more in-depth examination of the other sections later in this inservice.

As you examine Handout #1, please note that the IEP process is developmental in character--the completion of each step serves as a springboard to work on the next. You will also note that the IEP process has been divided into three phases: the Assessment Phase, Planning Phase, and Implementation Phase. The Assessment Phase includes Steps 1 and 2 in the process and represents the period of time when it is determined if a child is handicapped and in need of special education and related services. The Planning Phase includes Steps 3-5 and represents the period of time when professional staff and parents articulate an educational program for the child. Finally, the Implementation Phase includes Step 6 in the IEP process when timelines for initiating and fulfilling the educational plan are established. From your perspective as classroom teachers, the Implementation Phase really begins when the child enters your classroom.

Assessment Phase

In Handout #1, the top third refers to the steps I will now examine. In the Assessment Phase, Step 1 is Identification and Referral.

Step #1

The first and, in some cases, most difficult step in the process is to locate handicapped children between the ages of 0-21 in your districts. Federal funds have been available to assure that handicapped children are identified through Child Find projects. Many districts have used these

monies to hire special staff to direct and coordinate efforts to identify those children in need of special education and related services.

The responsibility for identification is a shared one. Within the schools, the regular classroom teacher is, most often, in the best position to detect a problem when a child is not performing up to expected levels. School-wide screening assists teachers in examining their students for indications of a handicapping condition. Identification efforts do not stop with the conclusion of this initial screening. Formal screening procedures are needed for those pupils entering school for the first time each year, and for those students transferring into the district from other school systems. In addition, school personnel need to be continually alert to signs of handicapping conditions that develop during the course of a child's school career.

Unfortunately, most school personnel are not sufficiently familiar with the signs and symptoms of handicapping conditions. And, while it would be desirable to discuss the behavioral characteristics of the various disability categories, such a task really goes beyond the scope of this training. However, the absence of this knowledge does not mean you are incapable of identifying children with potential handicapping conditions. As suggested earlier, your knowledge of normal child development can serve as a standard for evaluating the performance of the students in your classes. If you have a child whose academic achievement, interpersonal

relationships, language, and/or physical maturation is noticeably different from the norm for a particular age and grade level, then you probably should make a referral on behalf of that child.

The responsibility for identification extends beyond the formal school setting. Information regarding the availability of special education programs must be disseminated throughout the entire district, using a variety of techniques, including mass media and personal presentations before local organizations. When a handicapping condition is suspected by persons in or out of the schools, it is their moral and, in some states, legal obligation to refer the name of the child to school officials, where a thorough assessment can be initiated to determine actual needs.

Step #2 of the Assessment Phase is the identification of Present Levels of Performance.

Once a child has been referred to the school system, a careful assessment is undertaken to determine the nature of the disability and the extent to which that disability is handicapping educational and personal development. Such an assessment requires an interdisciplinary approach, enlisting input from a variety of individuals in and out of the schools. This assessment is also comprehensive. Depending on the age of the child and the nature of the disability, formal and informal measures are used to determine present levels of performance in some or all of the following areas:

- Intellectual functioning
- Socio-emotional development
- Academic skills (reading, writing, spelling, math)
- Language development
- Adaptive behavior, basic life skills
- Perceptual motor development

Tests and procedures used in the assessment process must be selected, administered, and interpreted so as to be nondiscriminatory. For example, a cerebral palsied child with impaired speech should not be given an intelligence test that derives its total score from measurements of verbal expression. Nor should a Mexican-American child whose primary language is Spanish be judged on the basis of performance on an I.Q. test in English. Testing must be done in a child's native language. In any event, a single test cannot be used as the sole criteria for determination of a handicapping condition.

Traditionally, school psychologists carried the most responsibility for formal testing and assessment in the aforementioned areas. While their role is still important, in recent years it has become clear that there are many other valuable sources of information regarding student performance. The regular classroom teacher, because of his/her day-to-day interaction, has probably the most information about a child's school performance. The special education teacher often enhances the information provided by regular

teachers through additional testing, interviews, and observations. In addition, parents are able to make important contributions to the assessment process with their knowledge of their child's developmental, medical, and educational history. There are also persons outside the school who contribute information, such as doctors, public health nurses and social workers.

When the assessment effort is completed, the interdisciplinary team should have sufficient information to determine if the referred child does in fact have a disability. However, the presence of a disability does not automatically qualify a student for special education. Following federal guidelines, the assessment team must demonstrate that a child is handicapped and, because of the impairment, requires special education and related services. When the determination is made, the school system must see that an Individualized Education Program is developed for that child.

Comments on this step of the IEP process would not be complete without placing special emphasis on the importance of quality assessment in programming for exceptional children. Assessment information serves as the foundation for building an appropriate educational program. As you have just seen, it determines eligibility for special education. In addition, assessment data identifies specific areas where deficits in functioning exist, pinpoints the levels where remedial instruction should begin, and provides insight into the child's style of learning. As in the world of computers,

quality output is dependent upon quality input. Quality planning for the education of handicapped children requires conscientious and thorough assessment.

Planning Conference Phase

Identification of present levels of performance provides concrete information for inclusion in the written document. Federal law states that this document must be prepared in a planning conference prior to the beginning of the school year. In addition, the law states that the participants at the conference must include the handicapped child's teacher, (this may be a regular or special education teacher), one or both of the child's parents, the child where appropriate, and a representative of the school other than the teacher qualified to provide or supervise the special education program. Others may attend as needed for effective planning.

While some preliminary preparation may be done by the education staff, the remaining steps are to be completed in the planning conference meetings with the required participants.

Step #3 on your handout is Annual Goals and Short-Term Objectives.

The first responsibility of the planning conference is to agree on the child's present levels of performance for each relevant area of functioning by reviewing and discussing the data gathered during the assessment phase.

From present levels of performance, a specific prescription for a handicapped child can be developed. The prescription begins with annual goals and short-term objectives: in other words, a statement of desired outcomes. Teachers are often uncomfortable stating annual goals for their handicapped pupils. Because there are so many variables affecting the education process, so many areas to consider, and an absence of criteria for evaluating long-term outcomes, this task appears to be an impossible one.

Let us look at some of the areas we must consider in developing annual goals. I think we can agree that there will not be any annual goals for increasing IQ scores. There are, however, goals for improving social behavior. In this context we often consider social norms and the degree to which a child's behavior differs from those norms. Intensity of inappropriate behavior, where the behavior occurs, and frequency of inappropriate behavior are a few of the criteria used to determine the kinds of annual goals in this area. We use expected levels of performance and potential for success within the context of developmental norms when considering annual goals in the area of perceptual motor development and language.

In academic areas such as reading, mathematics, writing, social studies, and science our criteria usually are a comparison between where the child is actually performing and where the professionals believe the child could perform. It is here that regular classroom teachers' skills and expertise are especially critical.

Special education relies upon the developmental sequence or continuum of skills and knowledges in the regular curriculum. This is the sequence of information and experiences provided to normal children as they progress through their years in school from kindergarten to 12th grade. For the handicapped child who performs below his/her non-handicapped peers in particular academic areas, annual goals are determined following a comparison of the child's present level of performance and the expected level of performance for a normal child of the same age and grade. The gap in skills and knowledge between present and expected levels of performance then becomes the area in need of remediation. Annual goals represent those points on the continuum which could be reasonably attained during an academic year as judged by the planning conference members.

To better illustrate how annual goals and short-term objectives for the IEP are determined, we will now examine an educational plan for a hypothetical handicapped child. For the sake of brevity, the illustration will cover only that part of the IEP dealing with the child's reading needs. In most cases, other areas of performance would also be considered in the same manner by the planning conference.

(PUT OVERHEAD #4 ON HERE)

Looking at the lower level of this diagram, you can see the graphic representation of the skills presented to non-handicapped children in a typical developmental reading curriculum. As children enter the regular classroom and over

the years move through the elementary grades and high school, they progress through a series of experiences at each grade level designed to teach the beginning, intermediate, and advanced skills of reading. Traditionally, these skills have been the responsibility of regular educators, with occasional support from a reading specialist.

The upper level of the diagram represents the educational plan for a handicapped child with deficiencies in reading. This hypothetical child is placed in the sixth grade (note the clear figure). However, the assessment phase of the IEP process determined that the child's present level of performance in reading is at the beginning of second grade (note shaded figure). Generally speaking, this means that the child has mastered the reading skills expected of non-handicapped children during the time period of kindergarten and the first grade. But, the child has not yet mastered the skills expected of students in grades two through five. This gap between present level of performance and grade placement represents the reading skills in need of remediation. And, it is this gap which becomes the focal point of the planning conference as it considers annual goals and short-term objectives for the child.

(PUT OVERHEAD #5 ON HERE)

We have highlighted one segment of the preceding diagram in order to examine the area of primary concern to the planning conference for this hypothetical child. Based on the assessment information regarding the child's intellectual capacity, learning, style, attitude toward school, etc., the

conference members make a "best guess" estimate of what skills or level of achievement can be attained in the course of the academic year. Such an estimate becomes the annual goal(s). Annual goals are represented on the diagram by an inverted triangle, to demonstrate that such goals are only targets. Actual performance may fall short or even exceed the original projections. Three or four short-term objectives are included for each annual goal which represent steps or skills which must be mastered before the annual goal can be reached. The degree of specificity of these objectives is not clear in the law, but it is generally accepted that they do not represent daily or even weekly objectives. Many districts set objectives which could be evaluated at the end of each marking period, four to six times per year.

The area of greatest difficulty for most educators has to do with judging potential for success. We must be cautious that our goals do not limit the levels of achievement because they are too low, or frustrate the child because we set them too high. One of the basic reasons for having an inter-disciplinary team make such decisions is that we all must share our best professional judgment for each child.

There are several final considerations in the development of annual goals and short-term objectives. Many districts do not provide for their students a comprehensive continuum of skills they need to acquire during their school careers. Many rely on textbooks, workbooks and other published materials to provide a scope and sequence to curriculum con-

tent. Fortunately, many of these instructional materials now include continuums in the user's guides for the academic areas only. There is a need, however, to examine other areas in order to have a comprehensive plan.

Finally, it is important that goals and objectives be behavioral in character. As such, the objective must focus on what the student will do, and be stated in observable and behavioral terms. If the objective does not define a behavior that can be observed, there is no way the teacher, parent, or even the child can say with certainty that an objective has been achieved. Behavioral objectives often suggest tasks which the student can perform to demonstrate competency in a particular area.

Step #4 on your handout considers Criteria and Procedures for Evaluation.

Following the determination of present levels of performance, annual goals, and objectives, the planning conference must establish procedures for evaluating progress toward the attainment of the stated goals and objectives. The fact that objectives are stated in terms of observable behaviors enables the teacher to witness the presence or absence of growth as instruction proceeds. To provide a reference point for measuring progress, the planning conference must establish a standard or criterion of acceptable performance for each objective. There are no legal guidelines for determining mastery criteria for objectives. For the most part they reflect the personal and professional judgment of the conference

members.

Federal law requires that performance on short-term objectives must be evaluated at least annually. The law permits more frequent evaluation and from the point of view of the child's teacher, ongoing evaluation has many benefits. As instruction proceeds, sampling student performance on the short-term objectives indicates whether teaching strategies are being effective. If progress toward mastery is not observed on a weekly or monthly basis, the teacher can search for alternate methods and materials. Otherwise, a good part of the school year can pass before discovering that the instructional program has been ineffective.

Step #5 on your handout deals with Special Education and Related Services.

A child's performance, goals, and objectives are data for deciding what specific special education and related services will be provided to the child. Special education, according to the federal rules, means "specially designed instruction required to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions." This is particularly important, since a child is not eligible unless there is a need for special education as well as related services.

Related services are those which are not purely educational in character, but are required to assist a handicapped child to benefit from special education. Examples of related ser-

vices include transportation, psychological counseling, physical therapy, parent counseling and training, developmental, corrective and other support services, speech and language therapy, and so on.

Finally, at this step, the planning conference must decide the most appropriate setting for the child to receive his/her educational program. Traditionally, special education has been offered in special classes or special schools, apart from the educational setting for non-handicapped children. Today, federal law requires that handicapped children be educated in the "least restrictive environment." In other words, to the maximum extent possible, handicapped children are to receive their education in settings with their non-handicapped peers. The regulations require that the IEP state the extent to which the child will be able to participate in regular education programs. In cases where segregation for part or all of a day is necessary to provide special education, the burden is on school officials to demonstrate that the objectives could not be reasonably met in a regular class setting. This has major implications for you who are regular class teachers.

Step #6 on your handout records Dates for Initiation and Anticipated Duration of Special Education Services. This step can be considered the beginning of the Implementation Phase.

This is the last step required in the development of the IEP document. It is a timeline for short and long-range planning by teachers, school officials, and parents.

The issue of duration of special education and related services assumes that some children will require assistance throughout their years in school. Many of these children, as they mature and progress, require changes to meet new needs. There will be an end of one type of service and the beginning to another. In some cases, children will progress to a point where special education is no longer needed. Hence, by making a best estimate of the duration of special assistance, conference members must deal with the dynamic and transient character of the children they are considering.

These steps are all included in the written statement. There is a continuous and dynamic process that should occur from initial development through implementation, evaluation and modification. The IEP is a way to assure that every handicapped child receives a free appropriate public education. The time and skills required often overshadow the potential benefits of such a tool. Later in this training you will have an opportunity to identify problems related to the IEP and advance strategies for resolving these problems. Let us now examine the IEP in terms of its potential benefits.

Benefits of the IEP

Some educators believe that the IEP is a total waste of time. Others believe that the IEP will only benefit children, while another segment believes the IEP is valuable in a variety of areas such as: (1) teacher and administrative planning, (2) instructional programming, (3) evaluation, and

(4) problem-solving processes.

The first benefit area is the planning process. In education, planning has often been characterized by disjointed incrementalism. This is usually an inefficient process, whether it applies to planning for children or for a district. The planning process requires developing direction, goals, and methods which lead to an improved educational environment for all. Educators must examine relevant futures. Then they must select goals and objectives to achieve that future. The IEP can be one tool for this process. At the child's level, building level, and district level the IEP provides information relative to financial requirements, material and equipment needs, instructional alternatives, supportive services, and scheduling demands to name a few. The IEP can become a necessary component in planning for programs, services, and resources. A wealth of information is embedded in the IEP. This information can improve the planning of teachers and administrators.

Another benefit of the IEP is its use as an instructional programming tool. As such, it provides the teacher with specific, concise and discrete pieces of information about a child. This information is now available in one place. All of the data facilitates instruction. Decisions about teaching methods, materials, and daily activities are implied in the IEP. Teaching can become more task specific when goals and objectives are identified. Daily lesson plans emerge from the objectives and can act as a visible progress check on a child.

A third benefit of the IEP is that it can serve as an evaluation devise. Information in the IEP can be used as baseline data to measure a child's progress over time. It can help to evaluate the effectiveness of the program, utilizing indices such as child progress, satisfaction, actual and projected cost, resource allocation and extent of use of resources. Clear assignments of responsibility and timelines provide a criteria for evaluating involvement.

A final benefit of the IEP relates to the problem-solving process. Data from the IEP can assist the decision makers in such areas as determining staff needs, identification of programmatic concerns, issues in scheduling, and material and equipment needs.

The IEP as an interdisciplinary problem-solving model provides teachers with: (1) a legitimized time to share information and ideas, (2) an opportunity to generate more creative ideas as a result of several professionals working with one child, (3) an increased range of alternatives to select from, (4) a time for professional development, learning from each other, (5) an opportunity to receive support, (6) a way to improve individual and group problem-solving skills, (7) an accountability process which identifies who is responsible for what, and (8) a safeguard to assure that handicapped children are not "dumped" in the regular classroom.

These potential benefits can only occur if all educators involved in the process believe that this management tool is a useful one to them. The IEP's benefits will be evaluated

in relationship to a child's progress and the relevancy to the teacher. The IEP will be beneficial if it is used as a tool for improving the child's education as well as teacher effectiveness. The document with its goals and objectives can provide sufficient information so as to be translated into daily lesson plans. Teachers will usually have the responsibility for determining the effectiveness of the document.

This is no simple task. Much depends upon a commitment on the part of the district and from you. You can contribute to the implementation of the IEP as well as to its impact. It is hoped that you will share your skills in meeting the challenge of quality programming for all handicapped children.

III. TRAINING DESIGN

Session 1

Activity 1

Purpose: To acquire information about the IEP product and process.

Materials: Sufficient copies of: (1) district forms used for referral, assessment, determination of eligibility, placement, and IEP; (2) district policies related to the IEP; (3) district developed procedures which guide the process.

Time: One hour and thirty minutes

Procedure:

1. Divide the participants into groups of three to five people. Each participant should have a set of all materials (Note--it would be ideal to have someone who knows all of the material to act as a facilitator for each group.

2. Each individual reviews all of materials. (5-10 min.)

3. In groups of three to five, discuss each form, policy, and procedure to assure that everyone in the group understands what is required. (30 min.)

4. Share across groups, identifying the following:

   a) areas that are unclear

   b) areas that need improvement (20 min.)

5. Total group questions, comments, etc. (20 min.)

6. Summary - This activity was designed to assure that all participants have a good understanding of the process used in your district. Check one last time that all participants are familiar with the materials and can use the information in the most appropriate manner. (10 min.)

Session 2

Activity 2

Purpose: A. To identify skills and knowledges necessary for effective involvement

B. To recognize the need for involvement of regular educators in the development of the IEP.

Materials: Handout #1 - Activity Form - Pencils and Magic Markers - Newsprint - Masking Tape - 3 X 5 Cards

Time: Three hours

Procedure:

1. Assign participants to groups of eight to ten people.

2. Each group will choose a facilitator to clarify the task and act as a recorder.

3. If possible, groups should represent building staff.

4. In each small group the following steps should be followed:

a) Each participant reads the knowledges and tasks required for each step found in Handout #1. (15-20 min.)

b) Each participant silently writes additional tasks and/or knowledges required (for their district) in each step on the Activity Form. (10 min.)

c) The facilitator makes a master list on newsprint of all the different tasks and knowledges suggested from each participant. This is accomplished by asking each person to read one of their statements. In round robin fashion, everyone presents one statement until no one has any more to contribute. (30 min.)

d) The group discusses the list of statements to assure clarity and understanding, not to question the validity or appropriateness of the statements. (30 min.)

e) Each participant silently writes on a separate 3 X 5 card the five statements on the master list which he/she feels are most important, and arranges the cards in order of importance (from 1-5). (5 min.)

f) The facilitator collects the cards and records the ranking received by each statement from each participant. (5 min.)

g) The group discusses the rankings to make sure they are understood, and to determine if any tasks or knowledges were not ranked that should be included. (15 min.)

h) The group discusses all of the task and knowledge rankings for each step in order to determine validity and appropriateness for each step. (20 min.)

i) The group determines the five tasks and knowledges to be presented to the total group. (10 min.)

j) The five tasks and knowledges chosen are then posted on newsprint.

k) Each group puts their rankings up for others to read.

l) Rankings of all groups are read. (Steps j,k, l- 15 min.)

m) The facilitators identify on a separate sheet all the duplicate statements for tasks and knowledges. (10 min.)

n) From the remaining statements each participant <u>silently</u> lists on separate 3 X 5 cards his/her choice for the most important task <u>and</u> knowledge for each step. (5 min.)

o) Step "n" can be repeated to assure that the most important statements are included.

p) The facilitator collates and records all the cards until there is a consensus on at least <u>one</u> task and <u>one</u> knowledge for each step.

q) <u>Summary</u>: The need for regular education involvement should be identified by examining the knowledges and tasks required. Stress that without their involvement, the IEP product is less robust.

<u>Activity 3</u>

<u>Purpose</u>: To identify problems related to the regular educator involvement in the IEP, and advance strategies for resolving these problems.

<u>Materials</u>: Newsprint - Magic Markers (See suggested format/Force Field Analysis Sheet)

Time: One and one-half hours. If more than three forces are used to develop strategies, more time is required--approximately 20 minutes per force.

Procedure:

1. Each participant is assigned to a group. If possible, the same groups as in Activity 2 should be used.

2. The facilitator acts as recorder for brainstorming forces for and against achieving the goal of effective participation. (See Force Field Analysis Sheet to organize newsprint). (20-25 min.)

3. When all the forces have been identified, select the most important three forces against achieving the goal and identify strategies to reduce the impact of those negative forces. (1 hour for three forces)

> NOTE: This activity can be continued until all negative and/or positive forces are examined and strategies developed to continue the positive forces and eliminate or reduce the negative forces. Principals can use this activity in their building to develop strategies, implement them, and evaluate their effectiveness.

Session 3

Activity 4

Purpose: To identify strategies which will assure effective implementation of the IEP in the

regular classroom.

Materials: An IEP (or several IEPs) developed in the district which has goals that can be implemented in a regular classroom. Resource Form - Change Form - Newsprint - Magic Markers

Time: One hour and thirty-five minutes.

Procedure:

1. Each participant reviews the IEP. (5 min.)

2. Each participant completes the personal/teacher section on the Resource Form and the Change Form (10 min.)

3. In groups of three to five (preferably by buildings), the participants discuss and complete the rest of the two forms. (30 min.)

4. On the newsprint each group lists the resources needed at a building and district level. (10 min.)

5. Each group posts their responses. (5 min.)

6. Participants read each set of responses. (10-15 min.)

7. Total group discussion. Focus should include the critical resources that must be in place in order to ensure that goals will be achieved. In addition, the discussion should also focus on the changes that need to occur and potential next steps to facilitate the changes. (30 min.)

Activity 5

Purpose: To identify commitments and rewards for the regular educator in the IEP process.

Materials: Participation Form - Pencil - Pen

Time: One and one-quarter hours.

Procedure:

1. Each participant completes the participation form. (5-8 min.)
2. Each participant shares his/her responses with one colleague. (10 min.)
3. Each team of two finds another team of two and shares their responses. (20 min.)
4. As a total group, discuss the benefits gained, and others benefit responses. (25 min.)

NOTE: This activity should be used as a wrap-up of all the previous activities. The leader of the session may want to identify the progression that has occurred, as follows:

Lecture - Giving information.

Activity 1 - Learning about district forms, policies, and procedures.

Activity 2 - Identification of regular education knowledges and tasks required for development of the IEP.

Activity 3 - Identification of problems in the development of the IEP and strategies for regular educators to resolve them.

Activity 4 - Identification of strategies for effective implementation of the IEP.

Activity 5 - A summary of what is needed and can be gained by participation.

APPENDIX A

(Overheads 1-2-3-4-5)

overhead #1

P.L. 94-142 ISSUES

1. The right to an appropriate education

2. Due process procedures

3. Selection of the most suitable environment in which education should occur

4. Relevant assessment

5. Evaluation and monitoring procedures

overhead #2

UNDERSTANDING THE NATURE OF THE IEP

1. Philosophical Roots

2. Court Decisions

3. Legislation

4. Theoretical Roots

overhead #3

OVERVIEW OF THE IEP

1. Referral

2. Data

3. Developing the IEP

4. Implementing the IEP

5. Feedback for modification

PRESENT LEVEL OF PERFORMANCE IN READING

Educational Plan For A Handicapped Child	Skills Mastered		Skills in Need of Remediation											
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	C*
Developmental Reading Curriculum	Beginning Skills					Intermediate Skills				Advanced Skills				

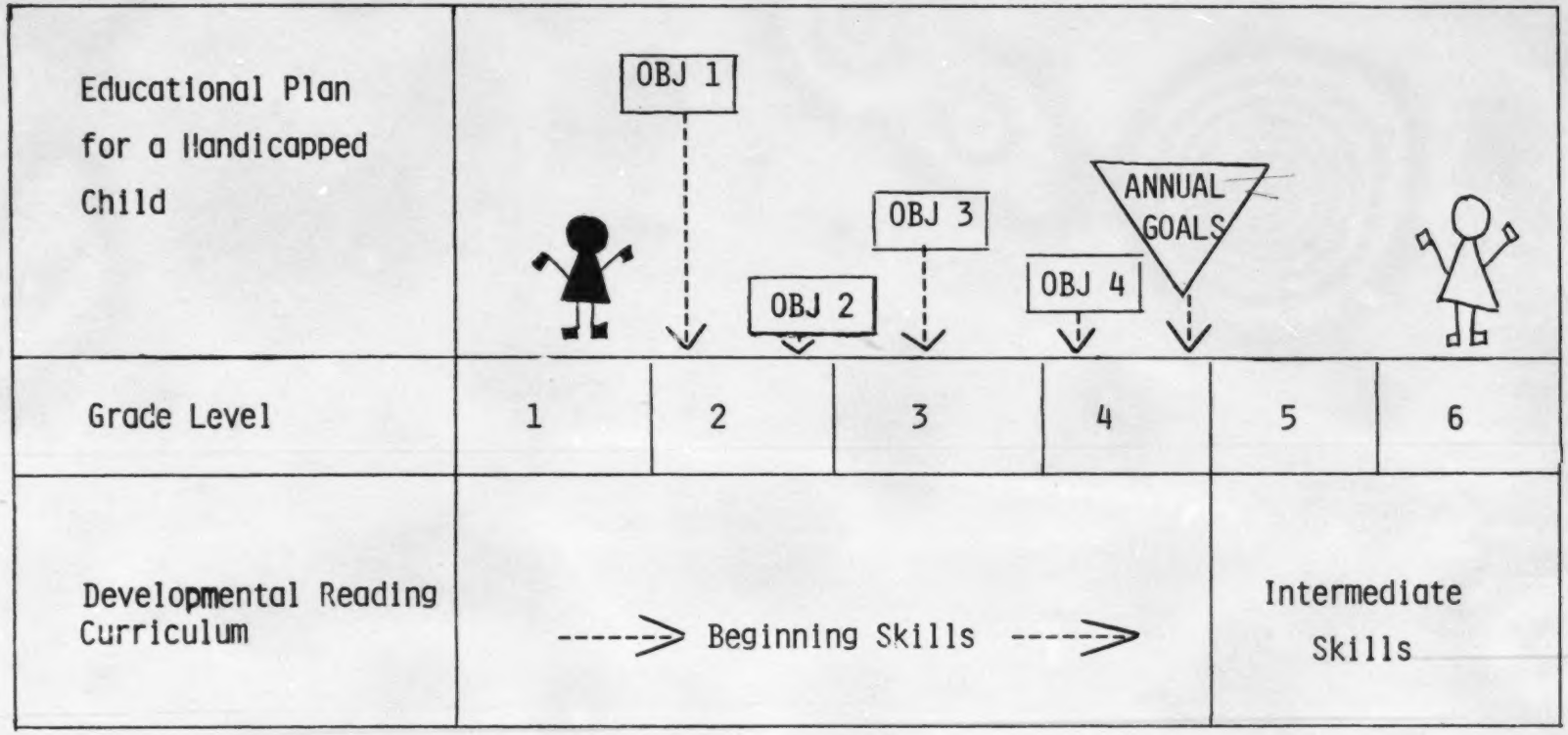
= Grade Placement

= Present Level of Performance

*college

overhead #4

ANNUAL GOALS & SHORT-TERM OBJECTIVES



overhead #5

APPENDIX B

Handout #1

ASSESSMENT PHASE

Step 1 Identification and Referral	Step 2 Present Levels of Performance and Eligibility
LAW REQUIRES: - Identification, location, and evaluation of handicapped children. (Section 121a. 128) - Evaluation procedures to determine handicapped condition. (Section 121a. 530-532) - Eligibility requires an evaluation, an impairment; and because of the impairment the need for special education and related services. (Section 121a)	LAW REQUIRES: - A statement of the child's present levels of educational performance. (Section 121a. 346a)
TASKS: - Observe child's performance to detect possible handicapping condition(s). - Refer a child to appropriate school officials when a handicapping condition is suspected - Provide rationale and data to substantiate the referral. - Advocate on behalf of the child with supervisors and specialists to assure necessary help. - Provide information to parents - Evaluate continuously the child during referral process.	TASKS: - Assist in the collection of data on student performance by: a) supplying samples of student's work b) sharing insights into student performance: deficits, interpersonal relations, strengths, weakness in learning style, etc. - through observation & assessment -Attend IEP meetings so as to: a) assist in the validation of diagnostic specialists' findings b) advocate for appropriate educational support for the child (barometer of "normal" behavior.) c) report on strategies and materials that have been effective/ineffective.
KNOWLEDGE OF: - Legal requirements for identification and referral. - Behavioral symptoms of handicapping conditions. - District screening and referral process. - Stages of normal growth and development for children and adolescents. - Styles of learning. - Alternative strategies for instruction and behavior management.	KNOWLEDGE OF: - Theories of learning. - Scope and sequence of skills and knowledges for each curricular area for which teacher is responsible. - Techniques of informal assessment. - Techniques for maintaining records of student progress on instructional objectives. - Techniques of systematic observation.

HANDOUT #1

PLANNING PHASE

Step 3 Annual Goals and Short Term Objectives	Step 4 Criteria and Procedures for Evaluation
LAW REQUIRES: - A statement of annual goals, including short-term instructional objectives (Section 121a. 346b)	LAW REQUIRES: - Appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, whether the short-term instructional objectives are being achieved. (Section 121a. 346e)
TASKS: - Assist in determination of appropriate goals and objectives given knowledge of present levels of performance. - Provide information to determine accuracy/feasibility of goals and objectives.	TASKS: - Assist in the determination of mastery criteria for goals and objectives. - Share effective alternatives for evaluating student performance - Identify information required for evaluating effectiveness of regular class placement.
KNOWLEDGE OF: - Behavioral model of teaching: task analysis. - Methods of writing behavioral objectives. - Expected levels of performance for normal children of a given age and grade level in each performance area.	KNOWLEDGE OF: - Mastery teaching and criterion-referenced evaluation; pretest/teach/post-test. - Minimal levels of competency for successful performance in different skill areas. - Techniques for quantifying behavioral performance: e.g., frequency counts, percent correct, rate, etc.

HANDOUT #1

PLANNING PHASE (cont.)	IMPLEMENTATION PHASE
Step 5 Special Education and Related Services	Step 6 Dates for Initiation and Duration of Special Education Services
LAW REQUIRES: - A statement of the special and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs. (Section 121a. 346a) (See also Section 121a. 227, Participation in Regular Education)	LAW REQUIRES: - The projected dates for initiation of services and the anticipated duration of the services. (Section 121a. 346d)
TASKS: - Select the goals that could be attained in the regular classroom. - Identify the kinds of related and supplementary services that would be needed to reach goals in regular classroom. - Assist in identifying the extent and amount of adapting/modifying of regular education program needed to meet child's needs. - Share information about strategies that facilitate adapting/modifying the regular education program.	TASKS: - Estimate of time before modified instruction could begin in the regular classroom. - Share estimated lengths of time for mastery of objectives, given normal rate of mastery by non-handicapped children. - Suggest appropriate starting times for goals and objectives in regular classroom. - Cooperate with other personnel in developing coordinated time line. - Assume responsibility for implementing identified goals and objectives. - Set times for evaluation of objectives and feedback to the IEP team.
KNOWLEDGE OF: - Concept of least restrictive environment. - Continuum of special education services available for handicapped children. - Types of related services available to help the child benefit from special education. - What is available in regular education that helps the child learn. -Personal teaching style. - The help that teachers may desire in order to facilitate an effective learning environment for a handicapped child	KNOWLEDGE OF: - Time for a typical non-handicapped child to reach objectives of school program. - Time sequence of daily, weekly, monthly and semester activities.

HANDOUT #1

APPENDIX C

Activity Sheets

ACTIVITY FORM (ACTIVITY 2)

← ASSESSMENT PHASE →		← PLANNING PHASE →			IMPLEMENTATION
Step 1 Identification & Referral	Step 2 Present Levels of Performance & Eligibility	Step 3 Annual Goals & Short-Term Objectives	Step 4 Criteria & Procedures For Evaluation	Step 5 Special Education & Related Services	Step 6 Dates for Initiation & Duration of Special Education Services
TASK	TASK	TASK	TASK	TASK	TASK
KNOWLEDGES	KNOWLEDGES	KNOWLEDGES	KNOWLEDGES	KNOWLEDGES	KNOWLEDGES

FORCE FIELD ANALYSIS SHEET

(Suggested Format - Newsprint)

GOAL: To assure effective participation of the regular educator in the development of the IEP.

FORCES FOR:	FORCES AGAINST:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

R E S O U R C E F O R M

In order to increase the probability of successfully meeting the goals stated in the IEP, resources (human, fiscal, material and time) are required.

Identify resources in the following areas:

PERSONAL

I, as the child's teacher, need the following personal resources:

BUILDING

My building needs the following resources:

DISTRICT

The district needs the following resources:

CHANGE FORM

In order to work successfully towards achievement of the goals stated in the IEP, there must be changes made.

I can identify the following changes that must occur in:

(1) My behavior as a teacher. (Example: Repeat directions to class) _____

(2) My classroom. (Example: Developing a buddy system)

(3) In my building. (Example: Time to meet with the special ed teacher) _____

(4) In the district. (Example: Opportunities to meet with parents) _____

PARTICIPATION SHEET

In order to assure full participation in the IEP process:

I CAN_____

I NEED_____

I GAIN_____

From my full participation:

I WILL_____

MY STUDENTS CAN_____

OTHERS WILL BENEFIT BY_____

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